



SCHEDULE

DRAFT

Sessions may change.

To register, visit: www.regonline.com/create2013

For more information, contact:

Ann Brown, Director of Arts Education

Tennessee Arts Commission

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SCHEDULE OVERVIEW

Tuesday, July 9th

- 4:00-6:00 Check-in Dorm at Cummings Hall
- 6:00-7:30 Check-in at JUB lobby
- 7:30-9:30 Dinner/Keynote at JUB Ballroom – LISA PHILLIPS

Wednesday, July 10th

- 8:00-9:15 MindBenders in Tucker – JARRETT KROSOCZKA
- 9:30-11:30 Tutorials in COE
- 11:30-1:00 Lunch – *Informal Networking & Optional Arts Education Grants Workshop*
- 1:00-2:00 Lesson Demos
- 2:15-3:15 Repeat Lesson Demos
- 3:15-3:30 Break
- 3:30-5:00 Arts Experiences
- 3:30-5:00 Administrator's Panel
- 5:00-7:00 Vendors Night in COE Rotunda – *Performance by Ogya*

Thursday, July 11th

- 8:00-9:15 MindBenders in Tucker –BETHANY HOPPE & *Performance by Rolling Diva Dance Troupe*
- 9:30-11:00 Arts Experiences in COE
- 11:00-1:00 Lunch in SUB – *Jerry's Artarama Teaching Artist Showcase*
- 1:00-3:00 Tutorials in COE
- 3:00-3:15 Break
- 3:15-4:15 Lesson Demos
- 4:30-5:30 Repeat Lesson Demos
- 5:30 Evening Free

Friday, July 12th *All Friday sessions in Student Union Building Ballroom*

- 8:00-9:15 Great Assembly – What's Next? Taking it Deeper – BOBBY & SHERRY NORFOLK
- 9:15-9:30 Break
- 9:30-12:00 Common Core and the Arts – BRUCE TAYLOR
- 12:00-1:00 Lunch – *Arts Education Strategic Planning & Door Prizes*

SCHEDULE OVERVIEW

Tuesday, July 9th

4:00-6:00 Check-in Dorm at Cummings Hall

6:00-7:30 Check-in at JUB lobby – *Music Performance*

7:30-9:30 Keynote Address – LISA PHILLIPS

The Leadership Link: How Arts Education Teaches Skills that Propel Children on a Path to Success

As a society we are preoccupied with the idea that the arts are reserved only for those with talent. However, in the reality of today's job market, we need to change this idea. There is a significant gap between what children are told is important for their future career success and what business leaders actually want from the emerging workforce. Creative individuals are actually in demand. Not just for arts careers, but for careers in business as well. In an era when businesses are constantly struggling to find creative ways to stay at the top of their market, arts education can be a powerful tool to nurture the creative abilities of our young people, ensuring they are ready for the skills that are in demand. Join me to discuss the ideas in my book, *The Artistic Edge: 7 Skills Children Need to Succeed in an Increasingly Right Brain World*. Explore the leadership skills that young people learn through the arts that give them a competitive edge in life. The job market is now global and advances in technology and marketing are changing the game. Leadership skills learned through the arts will be the way to rise and stay on top - let's teach our kids how to play the game!

Lisa Phillips is an author, blog journalist, arts and leadership educator, mentor and business owner. As CEO of Canada's Academy of Stage and Studio Arts, Lisa has over 16 years' experience as an arts and leadership educator. She has built her professional career around bringing arts education and leadership development to thousands of young people throughout the Greater Toronto Area and around the world. Having always been passionate about the arts, Lisa has previously worked in film and television, as well as taught Musical Theatre throughout Canada and the USA. Lisa has also been a Camp Director for over 10 years. She holds a degree in Psychology along with post-graduate certificates in Arts Administration and Children's Mental Health. In November 2012, Lisa published her first book, *The Artistic Edge: 7 Skills Children Need to Succeed in an Increasingly Right Brain World*, which explores the impact arts participation has on the success of the current generation. Her book focuses on creativity and leadership as the most necessary skills for today's young people to develop in order to compete in the global job market. Lisa's work has gone viral with over 100,000 shares on social media. Her opinions have been featured on dozens arts and leadership websites around the world, most notably, are articles in *The Washington Post* and *Americans for the Arts*. www.theartisticedge.ca

Wednesday, July 10th

8:00-9:15 MindBenders in Tucker – JARRETT KROSOCZKA

Fostering the Young, Creative Mind

Jarrett J. Krosoczka was lucky enough to have so many supportive teachers as a child and teen. How can you encourage that quirky student of yours who often has his or her head in the clouds? In this presentation, Jarrett will share his own personal journey and offer tips to educators on how to better understand that kid whose imagination seems to take precedence over their coursework.

Jarrett has been passionate about storytelling through words and pictures since he was a kid. He began his professional career by illustrating educational readers for a national publisher while still an undergraduate at Rhode Island School of Design. Then, just six months after graduation, Jarrett received his first contract for a trade book that he authored. Knopf Books for Young Readers published *Good Night, Monkey Boy* on June 12, 2001 and Jarrett hasn't stopped or slowed down since. He currently has authored and illustrated eighteen published books—ten picture books and eight graphic novels. His Lunch Lady series has twice won a Children's Choice Book Award, in the Third to Fourth Grade Book of the Year category, and was nominated for a Will Eisner Comic Industry Award. In the summer of 2013, Jarrett will have his chapter book debut with the publication of *Platypus Police Squad: The Frog Who Croaked*. His Punk Farm and Lunch Lady series are both currently in development as feature films. While Jarrett awaits seeing his work adapted for the silver screen, he can be heard on *The Book Report with JJK*, his new radio segment on Sirius XM's Kids Place Live. Jarrett is happily living out his childhood dream in Northampton, Massachusetts, where he resides with his wife and daughters and their pug, Ralph Macchio.

9:30-11:30 Tutorials in COE

Jarrett Krosoczka - A Breakdown of the Picture Book

Tutorial: All

In this session, Jarrett will pick apart picture books and share techniques on how to visually tell a story over 32 pages. There are so many intricacies that make for a successful picture book, like the page turn and allowing the words and pictures to work harmoniously with one another. Attendees will also try their own hand at breaking down their own reimagined fairytales over the limited pages one has to work with in a picture book.

Nancy Campbell - Natural Connections: Making Art, Children's Books, and Literacy

Tutorial: P3, Mi, Ar

Every educator knows that children's books offer a fertile field of possibilities for collaborative projects. Books inspire visual arts and literacy integration through writing and image prompts, visualization, narrative extensions, and making inferences. This is a hands-on tutorial with proven lessons based upon fiction by well-known writers (Leo Lionni, Jane O'Connor, and Mo Willems, for example), lesser known illustrated books, and content rich nonfiction. Take the opportunity to explore new ways to work with your favorite, or newly discovered, books and to use a variety of visual arts materials and techniques. Projects will include reading, writing, and speaking Common Core English/Language Arts anchor standards. Participants will reflect on ways to work with teachers, arts specialists, and/or teaching artists

to create strategies and lessons that reinforce critical thinking, encourage problem solving, and foster creativity to meet the needs of all students.

Lindsey Bailey - Engaging the Community

Tutorial: Ar

In *Engaging the Community*, participants will learn strategies and integration techniques for community collaborations. A survey of successful civic, youth, and neighborhood development projects will be examined; and participants will learn how elementary, middle, and high school age students and their artwork can help communities articulate their history, culture, and needs—and how that community in turn can inspire the creative expression of the elementary, middle and high school age students. Participants attending this tutorial will receive a copy of *Deliciously Happy: Go Make Fun!* and a variety of contemporary articles on community projects. Participants will also receive a collection of lesson plans for arts-based specialists interested in engaging community.

Sean Glazebrook - The Art of Science: Increasing Student Retention through Tableau & Scripting

Tutorial: P3

Enhance your students' ability to comprehend and retain key science concepts using theatre. K-3 teachers will be introduced to two key theatre strategies – tableau and scripting – and how they can be used for effective teaching and performance-based assessment. Teachers will be guided through each step of the theatre-science integration process as practiced by KID smART, a New Orleans-based education nonprofit, and have the chance to review and discuss the latest research in emotionally-resonant curriculum. This workshop is led by Sean Glazebrook, arts-integrated curriculum instructor and coach.

Heather Muntzer - Making Artful Connections in Math: Illustrating Math Concepts through the Visual Arts

Tutorial: P3, Mi

In this experiential workshop, teachers will explore, create, and analyze connections between the visual arts and mathematics. Teachers will create their own classroom exemplars through application of the visual arts elements and principles of design using a wide variety of materials. Participants will learn detailed strategies for using the visual arts in the math classroom to strengthen student comprehension and enhance learning.

Sherry Norfolk - Exploring the Common Core through Storytelling: 4th & 5th grades

Tutorial: Mi

Storytelling is a powerful vehicle for integrating the reading, writing, listening, speaking and research standards of Common Core Curriculum. Participants will take part in hands-on 4th and 5th grade lessons that address Language Arts, Social Studies and Science objectives while engaging students in authentic and thought-provoking research projects. Participants will discover ways to 1) quickly and effectively engage students through storytelling, 2) move them towards deeper understanding in fiction and non-fiction, and 3) provide meaningful and relevant ways for students to demonstrate their knowledge and comprehension. Storytelling levels the playing field: no matter their learning style, students have access to the told story through visual, auditory, and kinesthetic cues. The oral story allows them to process information more quickly and to organize, retrieve and apply it more readily; therefore, story provides an efficient and brain-compatible tool for the teacher to share information and for the student to demonstrate his/her understanding.

Holly Briggs - Papermaking and Recycling**Tutorial: P3, Mi, Hi, Ar, Sp**

In this age of “disposable”, “one time use”, and waste, teach your students the power of recycling! Participants will explore the connections between Science and Visual Arts by examining the concepts of recycling through papermaking. We can take used classroom waste paper, and transform it into new clean sheets using simple papermaking methods and household items such as blenders and sponges. This project can be adapted to all age levels, and can stand alone as an arts integrated lesson or a lesson in a much larger unit.

Britiney Fife - Story Writing and Illustrating for the Young Author**Tutorial: P3, Sp**

Literature as an art form is often overlooked in arts integration, especially in the early grades. Gathering inspiration from the popular picture book author, Jan Brett, participants in this tutorial will work in groups to write and illustrate an original story. Each group will leave with a finished piece to display if they wish. Participants will discuss basic story elements and structure as if they were in the primary classroom. They will be encouraged to use pre-writing and early writing skills that make creative stories accessible to all learners. After the story is created, groups will illustrate stories using a method similar to Jan Brett. A detailed lesson plan and ancillary material will be provided.

Brandi Self/Libby Dawson - Arts Integration and Common Core Language Arts: Making the Connections**Tutorial: All**

As we transition into Common Core English Language Arts it will become necessary for teachers to adapt their instruction to fit the rigorous demands of the standards. Arts integration and the Common Core ELA make a natural connection that allows for this in depth, conceptual learning to occur. This tutorial will begin with an overview of the Common Core ELA standards and the changes in instruction that will result in their implementation. Specific examples of arts integrated lessons that integrate the Common Core ELA standards and the arts will be demonstrated and shared. Finally, participants will be given the opportunity to work with their peers to brainstorm lesson ideas that integrated the Common Core ELA and the arts. At the conclusion of the tutorial, participants will leave with classroom ready ideas for integrated the Common Core ELA standards and the arts.

Bill Haymes - Songwriting from Scratch**Tutorial: All**

The tutorial shows teachers how to move their students through the process of writing an original song step by step, by having the teachers themselves go through the process. The teachers in the tutorial will work collaboratively to generate the original idea for a song, choose a title, create an original melody for a chorus and write original lyrics for that melody. When this technique is used with students, it introduces them to another genre of creative writing – songwriting – and improves their abilities in both creative writing and creative problem solving. By matching words to melody, students learn about sequence, pattern, duration, and rhythm. Songwriting is a true integration of two art forms – the writing of words and the composition of music. By working inside this process, participants experientially learn how the two forms interact.

Laurel Shastri - Exploring Relationships between Science and Dance "Motion and Forces"**Lesson Demonstration: Mi, Hi**

This highly interactive, integrated lesson explores relationships between science and dance, using science embedded inquiry of asking questions, making logical predictions, planning investigations, and recording criteria. Led by teaching artist, Laurel Shastri, participants will experience topics such as graphing on a coordinate plane, the difference between speed and velocity, and problem solving using movement and scientific inquiry. Participants will come away with a new framework in which to explore science and dance. Part two of this session: What is force? How does force act upon a dancer's body? Participants will explore forces that create motion and develop movement phrases based on the action of different forces. Please wear loose, comfortable clothing and shoes that will stay securely on the feet.

Karl Schaffer: Dancing Permutations

Lesson Demonstration: Mi, Hi, Ar

In this workshop, we actively discover how sequences, permutations, and combinations are fundamental principles in both mathematics and dance. We will explore accessible ways to help students develop greater understanding of the mathematical concepts of pattern, factorial, and combinations by using sequencing to create choreographic studies based on everyday movements. Specific tie-ins with mathematics classes and the Common Core Standards in Mathematics are developed, as well as choreographic structures utilizing combinatoric principles. The activities support multiple learning styles. Participants should wear clothes and shoes comfortable for movement explorations.

Tonya Staggs - The Power of the Pen: Utilizing a Vanishing Art as a Multidisciplinary Teaching Tool

Tutorial: Mi

Some say handwriting is dead. . .however, we beg to differ. This tutorial will endeavor to demonstrate how the power of the pen blends art, history, social studies, science, literature, and English skills in one powerful and fun teaching tool. Throughout history and across cultures the quill pen was the tool of artists, politicians, scientists, writers, playwrights, naturalists, generals, revolutionaries and even the everyday citizen. This simple feather turned pen bent the will of kings, ensured the rights of the populace and created lasting works of art. This tutorial will explore not only the power of the pen in a multidisciplinary approach, but also touch on the idea of art in everyday life. . .such as handwriting. . .a vanishing art form that is often absent modern day curriculum. Participants will learn a variety of methods and projects that may be used in the classroom to connect a multitude of disciplines through a single, common and overlooked art form. In addition, participants will be taught how to prepare their own quill pen and learn the ins and outs of ink, paper, and the various art forms that may be explored with this simple tool. Furthermore, basic penmanship skills will be taught via 19th century handwriting techniques.

Aminisha Ferdinand - Proving Your Point Through Playwriting

Tutorial: P3, Mi, Hi

Persuasive writing is often taught through having students write letters and essays, which may not fully engage their kinesthetic and verbal intelligences. In this class, led by KID smART Arts Couch Aminisha Ferdinand, learn how to spark students' imaginations and creativity while teaching them the theatrical technique of monologue writing. Using strategies honed through years of co-teaching with ELA, Social Studies, and Science classroom teachers, this workshop returns the "joy factor" to student writing. Participants will engage in every step of the persuasive playwriting process, from finding compelling evidence, to developing character and tone, being interviewed as their character, identifying helpful steps in the rehearsal process and finally performing with helpful ways to give and receive feedback. Once you discover the commonalities between persuasive writing and playwriting, you won't want to teach your content the same way again!

11:30-1:00 Lunch – *Informal Networking*

11:45-12:45 Optional Grants Workshops

Arts Education Grants Workshop

Workshop: ALL

Bring your lunch for an informal session about Arts Education grants through the Tennessee Arts Commission. You will learn about multiple arts learning opportunities for yourself, school, and community through various Arts Education grant categories and project ideas. Tips on grant writing will be covered.

1:00-2:00 Lesson Demos

Sherry Norfolk - Exploring the Common Core through Storytelling: preK-1st grades

Lesson Demonstration: P3

Storytelling is a powerful vehicle for integrating the reading, writing, listening, speaking and research standards of Common Core Curriculum. Participants will take part in hands-on preK-1st grade lessons that address Language Arts, Social Studies and Science objectives while engaging students in authentic and thought-provoking research projects. Participants will discover ways to 1) quickly and effectively engage students through storytelling, 2) move them towards deeper understanding in fiction and non-fiction, and 3) provide meaningful and relevant ways for students to demonstrate their knowledge and comprehension. Storytelling levels the playing field: no matter their learning style, students have access to the told story through visual, auditory, and kinesthetic cues. The oral story allows them to process information more quickly and to organize, retrieve and apply it more readily; therefore, story provides an efficient and brain-compatible tool for the teacher to share information and for the student to demonstrate his/her understanding.

Melissa Taylor - May the Force be with You

Lesson Demonstration: P3

This session will compare the relationship between force and energy and connect these concepts to dance to create an AVA movement sequence.

Kelly Farr - Creating a Culture of Arts Integration in your Classroom and School

Workshop: All

This workshop will help prepare a classroom teacher or school administrator to create a culture of arts integration in their classroom or school. The focus will be on the “big picture” of arts integration as a model for creating and maintaining an effective learning environment where curriculum and arts standards are taught and valued equally. The workshop will include multiple lesson ideas and strategies that will help create not only arts integrated lessons, but a classroom and/or school culture that is arts integrated as well.

Rachel Hutson/Ellen Gilch - Using Augmented Reality to Enhance the Arts

Lesson Demonstration: P3, Mi, Hi, Te

This session will be an interactive workshop where participants will get to work with the App called Aurasma and learn how to incorporate it into arts integrated lessons. We will have many iPod Touches for creating your own Aura, but participants are welcome to bring their own iPad, iTouch, iPod, or iPhone. This App works with augmented reality and will be demonstrated through a lesson about point of view and one about the water cycle. Participants will get to see work created by actual students. They will also receive two lesson plans and other lesson plan ideas of how to incorporate this application. Participants will leave this workshop with step-by-step knowledge of using this free app that is suitable for all grade levels.

Lori Kissinger - The Golden Ratio and the Arts**Lesson Demonstration: Sp**

Throughout the fall of 2012, VSA Tennessee has hosted residencies in various schools using dance, music, literature and the visual arts to teach children with a variety of disabilities about the mathematical concept of the Golden Ratio. This session will be a demonstration of some of those activities as well as information and findings on the results of these workshops. Detailed lesson plans from these residencies will be provided as well as a curriculum guide.

Jennifer Vannatta-Hall - Co-equally Linking Language Arts, Music and Movement Using the Common Core Standards**Workshops: P3, Mi**

From foundational skills of phonemic awareness to reading fluency and comprehension, music and movement can be integral to fostering these skills among our students. This session will offer tons of practical and engaging music and movement activities that co-equally and cognitively integrate with the Common Core state Standards in English Language Arts (ELA). Participants will sing, chant, move, play instruments, improvise and listen to music. All activities will address one or more of the Common Core Standards in ELA.

Heidi Swaney - Wiggle-Jiggle-Jiggle-Float...Patterns Under the Sea and Shapes All Around Us**Lesson Demonstration: P3**

This session will cover two lessons that can be used with primary students. In the first, we will use the book *Pattern Fish* by Trudy Harris to study underwater creatures. Students will learn about the patterns sea animals make with their movements and sounds, as well as patterns they have on their bodies. Students will use dance, music, and visual art to represent patterns. The second lesson will use Rhonda Greene's book *When a Line Bends. . .a Shape Begins* to teach students visual art vocabulary about lines and attributes of basic plane shapes. Students will take their "lines" and create shapes in this basic geometry lesson. If you enjoy integrating literature as well as art into your math lessons, then you will enjoy this session.

Laurel Shastri - Creative Movement with Common Core, Eric Carle, and more**Lesson Demonstration: P3**

In this workshop, teaching Artist Laurel Shastri shares strategies for integrating Creative Movement with children's literature such as 'Little Cloud' by Eric Carle, 'Follow the Line Around the World' by Laura Ljungkvist, and 'Ballet of the Elephants' by Leda Schubert. Creative Movement allows students to embody different aspects of a story and easily aligns with Common Core State Standards. The workshop will include a lesson demonstration. Participants will come away with an understanding of how the basic elements of dance can guide the development of literature-based creative movement and multiple lesson plan ideas. Participants should be ready to move, wear loose comfortable clothing and shoes that will stay securely on the foot.

Amanda Cantrell Roche - Latin America Fusion! Dancing Our Way to Understanding Cultural Fusion

Lesson Demonstration: P3, Mi, Sp

How do we celebrate and preserve our cultural identity in an environment with multiple cultures represented? Where is the balance of maintaining identity and adapting to become part of a new community? In this lesson, exploration of Latin and jazz dance and music is used as a springboard for embodying cultural identity, then exploring how that identity is fused to create a new entity. Dance fusion is used as a symbol to help students see and understand what happens when cultures interact and blend. This lesson would be particularly useful for teachers with a significant number of Latino students who are looking for ways to build community and respect among diverse cultures.

Annamaria Gundlach - Endangered Species of the Great Smoky Mountains: A Salamander's POV

Lesson Demonstration: P3, Mi, Hi, Sp

This workshop offers a lesson plan that is a great way to inspire students to become young naturalists while creating art and developing vocabulary and writing skills focused on salamanders in the Great Smoky Mountains. The book *The Salamander Room* and articles featuring salamanders will be discussed. Students will learn about the salamander's habitat and life cycle and the impact environment plays on its survival and how pollution adversely impacts habitats. Students will keep a Nature Journal and write sentences reflecting their understanding of salamanders. Students will sketch salamanders and create a salamander sculpture with Model Magic clay. They will be encouraged to write poetry focused on nature and create illustrations and dioramas. This workshop expands students' understanding of the impact humans have on the environment. Students learn the importance of preserving natural habitats for salamanders and other species.

Karl Schaffer - Clap Your Name: Developing Number Sense through Dance and Rhythm

Lesson Demonstration: Mi, Hi, Ar

In musical rhythms we find delightful patterns, and in human designs and natural arrangements we find inspiration for musical rhythms. The mathematics of rhythm may be complex, and the ways rhythms are used vary considerably from culture to culture. Learning about rhythm is a wonderful way to expand one's appreciation for other cultures, as well as gain new insights into important mathematical concepts such as multiples, divisors, and least common multiples. In this lesson we begin by exploring clapping rhythms based on vowel and consonant patterns, then use the patterns to create dance phrases. At the same time, we investigate the mathematics of repeating patterns. We also develop ways to notate the work in order to see connections with symbolic systems. This lesson connects with the Common Core

Mathematics Standards at several levels, involving number properties and investigation of patterns. The activities support multiple learning styles. Participants should wear clothes and shoes comfortable for movement explorations.

Beth Anne Musiker - From the Page to the Stage: Bringing the News to Life through Theatre Scenes and Songs

Lesson Demonstration: P3, Mi, Hi, Ar, Pa

This session will provide participants with an opportunity to experientially integrate current news events with theatre and music. We will use a current newspaper article as our focus for creative process exploration while integrating core subject areas including a wide variety of Common Core Standards. The session also will include connections to the historical fiction novella *Hitler's Daughter* by Jackie French.

Megan Simmons – Centers for the Music Classroom, a Make and Take Arts Experience

Lesson Demonstration: All

This course will be a "Make and Take" of games to use as centers in the Music Classroom. They include spelling with the notes on the staff, identifying notes by note values, solving algebraic equations with music notes, and much more.

Jarrett Krossockza - Graphic Novel Workshop

Workshop: All

How do you organize visual ideas in a clear manner to tell a story? What's the difference between a word balloon and a thought balloon? What's a gutter and a panel? The graphic novel format will be broken down and participants will gain a deeper understanding of storytelling through comics! Jarrett will also give great tips to avoid pitfalls that young cartoonists often fall into. (Hint: Write the words *before* you draw the word balloon. . .)

Libby Dawson - Examining Evidence in Visual Art and Text using the Critical Response Protocol and Close Reading

Lesson Demonstration: P3, Mi, Hi, Sp

The Common Core Standards require students to provide evidence and justification for their answers. One way for students to do this is to learn to provide evidence by reading and looking closely at text or visual art pieces. The Critical Response is a structured process that allows responders to pay close attention to a particular piece of art, text, or a performance. The Critical Response Protocol builds higher-order thinking, creates deeper and more critical thinking, and helps to increase understanding of reading and language arts concepts (Inference, main idea, detail, summarizing, note taking, fact & opinion, etc.). Close reading is a careful and purposeful reading and rereading of text. Students are required to think and understand what they are reading when doing a Close Reading. This lesson demo will use the Critical Response Protocol and Close Reading to guide learners to examine and find evidence in visual art and text examples. Analyzing visual art and text will be used to determine the purpose, structure, analysis, and flow of the piece. Reading, language arts, and visual art will be integrated

throughout this lesson. Learners will gain an awareness of how to meet Common Core Standards to build connections between visual arts and other disciplines.

Brooke Coffin and Crystal Alama - Thumbs Up, Thumbs Down: The Art Factor

Lesson Demonstration: P3, Mi

In this session, attendants will experience a lesson geared toward grade levels K-5 and how the same lesson format can be applied to a broad variety of grades. We will examine and critique artwork. Then, we will express our critiques in writing. This lesson's focus is more than just creating art. It is about valuing the opinions of others, as well as our own. It is geared to encourage students to examine art carefully.

Karla Halcomb and Mike Weininger – Connecting Art & Literacy with Common Core & Activities

Workshop: Mi

Participants will explore ways to integrate Art and Literacy while focusing on the new Common Core standards. With exploration, participants will take away activities that will engage the learner and therefore open doors to new means of reaching students.

2:15-3:15 Repeat Lesson Demos

3:15-3:30 Break

3:30-5:00 Arts Experiences

Lindsey Bailey - Idea Build Adventure

Arts Experience: Mi

In this session, participants will learn how large-scale building projects can combine geometry, architecture, process, and collaboration to learn about art making, all while creating a safe-space for the students. Participants will work together to research ideas, sift through materials, and build a community structure that will be experienced by Create2013 attendees. Participants attending this session will receive a copy of *Deliciously Happy: Go Make Fun!* And a collection of lesson plans featuring easy-to-manage large-scale projects on a low-scale budget.

Olive Durant - Face Jugs Appalachian Folk Art with Common Core State Standards

Arts Experiences: P3, Mi

The Face Jug is the text. Essential questions raised in connection to authentic learning of hand/eye skills, reading a face and knowing facial proportion are: Is there a Cultural connection? What is the Visual story behind the creation of the Face Jug? What is the historical significance of Face Jug? Where and when does a traditional hand crafted object transform from an everyday craft into an art form? The main topic is facial expression in earthenware clay. The participants will have an opportunity to pull, pinch, and manipulate a soft, natural element, earthenware clay to form a face on a can constructed cylinder. The clay construction may be bisque fired and painted with bisque stain to retain permanence.

Jamie Webster - Moving to Learn**Arts Experiences: Mi**

Let's streamline and make it easier on all of us! Creative movement can bring a lively, engaged, want-to-learn dynamic into the classroom. We all know that as a culture, young and old, we sit too much and exercise way too little. So, let's get up and get learning! This session will take us through a creative movement based exploration.

Jennifer Vannatta-Hall - Sing, Move, Play: Making Music with an Orff Approach**Arts Experience: P3, Mi**

Orff Schulwerk is a way to teach and learn music. This active and creative approach uses poems, rhymes, games, songs, and dances as examples and basic materials. This arts experience will immerse participants in simple, yet musically engaging experiences involving singing, playing instruments, creating, moving and listening. Participants will develop the following fundamental music skills: rhythm, melody, harmony, form, and expressive qualities. This session will culminate in a short musical performance – Orff style!

Laurel Shastri - Poetry and Dance**Arts Experience: Mi, Ar**

Structure, imagery, rhythm, and patterns are some of the features that can be found in both poetry and dance. In this integrated lesson, participants will explore the similarities between these two art forms. The object of the lesson is to identify language and structures in a poem that relate to dance elements and create short expressive movement phrases to be performed and evaluated. Included will be information on assessment and how students can critique each other's work. This lesson aligns with Common Core State Standards. Participants should wear loose comfortable clothing and shoes that stay on the feet.

Bailey Earith - Gathered Fabric Brooch: Basic hand sewing skills**Arts Experience: Mi, Jr, and Ar**

Participants will create their own original fiber art pin while learning basic hand sewing, fabric manipulation, and embellishing skills. This activity builds fine motor coordination, attention span, and attention to detail.

Annamaria Gundlach - The Art of Romare Bearden, Using Collage to Tell Your Story**Arts Experience: All**

The lively, colorful and descriptive collages of Romare Bearden depict his life as an African American. His expressive collages are filled with people, places, symbols and traditions that portray his life story. No drawing and sketching is necessary to create art inspired by Romare Bearden. This hands-on art experience gives you the opportunity to tear cut and paste newspapers, magazines and colored papers to create "your story" collage. This activity encourages self-expression visually and is easily adaptable for lessons in creative writing. Bearden's collages can be tailored to early learners by using patterns to create colorful and expressive figures.

Allison Isom - Silent Films.....SSSShhhhhhhhh....On the Set**Arts Experience: P3, Mi, Hi, Ac, Te**

Silent Films have been a huge influential part of American History. Using iPad technology your students will become excited about writing and creating their own Silent Films. In this session you will experience the process of creating real applicable ways of teaching creative writing through Silent Films. As students create their writing work they will use their Acting tools of Body and Mind in their movement and writing. We take the Core of writing and make it fun.

JoAnn Gusta - Teaching Habitats with Printmaking**Arts Experience: P3, Mi, Ar, Sp**

This session is a hands-on visual art lesson where you will create a simple rainforest, desert, or arctic landscape through the art of mono-printing. You will paint a scene and create a print. While the paint is drying, you will create animals and other details to add to your artwork. You will learn how to use this in an art classroom or in the regular classroom to meet habitat standards. No printmaking experience needed.

Rebekah Mawuko - Traditional Music of Ghana, West Africa**Arts Experiences: P3, Mi, Hi, Ar, Sp**

An introduction to the music and songs of Ghana provides students with the means to create polyrhythmic patterns using musical instruments, their voices and their bodies. Students will practice basic hand patterns (tone, slap, bass) on the drums to produce simple rhythms. Body language and stage etiquette are emphasized. Listening and retention skills are highly stressed with call and response techniques. Discussions on traditional customs and the migration of Africa's music and instruments into today's society ensue as students learn how the instruments are created and the types of events for which they are used.

Nancy Campbell - Narrative Art**Arts Experiences: All**

Narrative art tells a story. Participants in this session will learn to select and develop a subject, refine the idea through visualization, and create an artwork using the most appropriate materials. A wide array of possible media will be available for your hands-on project. As you work, you just may discover some ways to help your students share their narratives, too. No experience necessary for you to discover your artist within. Have fun and be creative in an informal, supportive environment.

Karl Schaffer - How Many Ways to Shake Hands? A New Look at an Everyday Gesture**Arts Experiences: All**

We all shake hands. Some handshakes are ordinary, some more unusual. Kids are especially creative with handshakes, often inventing complex "secret" handshakes. In this activity we approach handshakes with some fresh questions. What are some new ways to shake hands? How many ways can two people shake hands? How can all pairs of people in a group shake hands? These questions lead us deep into specific mathematical problems as well as open-ended movement exercises. The movement phrases and handshake sequences developed by the participants are mined for dance material as well as

mathematical possibilities concerning combination and counting puzzles. The activities support multiple learning styles. Participants should wear clothes and shoes comfortable for movement explorations.

Sayward Ratliff - Clay Leaf Bowls

Arts Experiences: P3, Mi, Hi, Ar, Sp

This session will be an exploration between science and visual arts and will cover Tennessee State Standards for Visual Arts and Science standards for 2nd grade. This lesson can be adjusted to other grade levels. This project allows for students to cover several art techniques such as painting, ceramics, glaze, and 3D forms. Through this process, they study types of leaves as well as the parts of a leaf and their function. Students gather leaves and identify the different types of leaves. Students look at the shapes of leaves, their texture, and discuss how they identified what type of leaf it was. The teacher and student discuss how the veins are important to the function of a leaf and compare it to the human body. Students will choose a leaf to print on a slab of clay. The students place the leaf face down so that the veins will transfer to the clay. The students then use a clay tool to cut out their leaf shape. The leaves are placed in bowls to dry so that they will hold the shape of the bowls. After the bowls have dried and been fired, the students glaze their bowls.

Jarrett Krossockza - Illustrators' Workshop

Arts Experiences: All

Jarrett will draw for participants and demonstrate easy to replicate techniques, such as character expression, perspective, shadow and gesture. After each drawing demonstration, participants will draw their own characters and implement the lesson learned.

Administrator's Panel

Arts Education Community Partnership

Facilitated by Brandi Self, the panel will explore partnerships between arts educators and schools. In an open dialogue, panelists will discuss opportunities for collaboration and building relationships that meet the needs in their community.

5:00-7:00 Vendors Night in COE Rotunda – *Performance by Ogya*

Thursday, July 11th

8:00-9:15 MindBenders in Tucker –BETHANY HOPPE & *Performance by Rolling Diva Dance Troupe*

The Healing Arts: How Arts Performance & Participation Impact Disability Experience

Bethany A. Hoppe holds a Masters in Communication Studies from Edinboro University of Pennsylvania. She is the author of the blog "Raspberry Vogue: Lifestyle of a Rolling Diva," and the children's book series "Molly B. Golly," the first of which was released in March 2013, "Molly B. Golly's Wonderful Dancing Debut!" Bethany has founded and owns her company "Bethany Productions," which is the umbrella for her creative works, all of which promote the rights of women and children with

disabilities through speaking, writing, fashion, and performance. She is the director of her seated dance company "The Dance Collaborative" which works with established standing dance companies in integrated projects to further disability awareness through the Arts. Bethany is also the coach of the ABLE Youth Dance Troupe, which is sponsored by ABLE Youth, Inc. of Nashville, TN. Bethany teaches Communication Studies and Voice Diction at MTSU. She is married and has a teenage daughter. Bethany resides with her family in the Greater Nashville area. Visit her online at: www.bethany-hoppe.com.

9:30-11:00 Arts Experiences in COE

Lindsey Bailey - Tapping Into International Teaching

Arts Experience: Ar

Teaching overseas is about sharing information: both with the students and teachers I work with in Singapore and with the students and teachers I work with in the States. In *Tapping Into International Teaching*, I will give a brief overview of my experience working at Stamford American International School and engage the participants in two art making projects from lessons I have created for my students based on local customs and traditions of various neighborhoods in Singapore. Participants attending this tutorial will receive a copy of *Deliciously Happy: Go Make Fun!* And a collection of lesson plans from my first year teaching at Stamford American International School.

Olive Durant - Authentic Marbling: A World of Color with Standards

Arts Experience: Mi, Hi

This is 1.5 hours arts experience class explores color theory and composition. The participants become problem solvers, investigators and creators of hand marbled papers. "A Clothesline Workshop from Beginning to End" begins with a brief preview of a 15-minute video on the art of Marbling. The craft of marbling papers integrates literacy, history, social sciences, math, surface tension, color theory, and art history. Participants will have an opportunity to pull a mono-print. The printing process is limitless, a simple surface design that is created with surface tension. The splattering or stoning of colors is therapeutic. The spontaneous interaction of colors on the surface is mesmerizing. The end result is a sheet of paper with swirls of color that can be used to draw a picture, create a collage or write a poem.

Massood Taj - Connecting through Sound

Arts Experience: P3, Mi, Hi, Ar, Sp, Te

In this interactive hands-on program, you will explore how sound and music can be used to facilitate mindfulness and a deeper connection with oneself and the world. The art of deep listening, musical exploration with a variety of indigenous instruments lead to a free form expression that will coalesce in a final collaborative tapestry of sound which will be produced and recorded during this session. Dialogue will be on the inherent potential of sound as a tool for building a sense of community, cohesiveness, and reciprocity. No musical background necessary.

Jennifer Vannatta-Hall - Sing, Move, Play: Making Music with an Orff Approach

Arts Experience: P3, Mi

Orff Schulwerk is a way to teach and learn music. This active and creative approach uses poems, rhymes, games, songs, and dances as examples and basic materials. This arts experience will immerse participants in simple, yet musically engaging experiences involving singing, playing instruments, creating, moving and listening. Participants will develop the following fundamental music skills: rhythm, melody, harmony, form, and expressive qualities. This session will culminate in a short musical performance – Orff style!

Karl Schaffer - Moving with Symmetry

Arts Experience: Mi, Hi, Ar

Artists as well as scientists perceive, analyze and utilize symmetries in space and time. We will explore the mathematics of symmetry and the geometry of the body while using open-ended group activities to create a series of movements illuminating different symmetries. Participants gain the tools to make cross-curricular connections with visual arts and cultural iconography as they explore how to visualize, improvise with, and combine symmetries. They learn how to inspire students by bringing mathematics to a palpable, creative level that uncovers the presence of both mathematics and art in a wide range of human endeavors. Participants learn how to guide students' work as they practice making distinctions between different kinds of symmetry, and compose movement phrases using these symmetries. Specific symmetries investigated include translation (slide), reflection (mirror), rotation (turning), and glide reflection. Symmetry principles are found at a number of grade levels in the Common Core Mathematics Standards. The activities support multiple learning styles. Participants should wear clothes and shoes comfortable for movement explorations.

Amanda Cantrell Roche - Stoking the Fire: Reigniting Your Passion for Teaching

Arts Experience: P3, Mi, Hi, Ar, Sp

As educators we are at times so burdened by red tape and assessment that our calling to teach and the fire that fuels it can be nearly extinguished. In this session, participants will journey through a creative writing process which acknowledges and honors the commitment it takes to be a teacher, and focuses on remembering and articulating in prose or poetry the magic of those moments that make the sacrifices worthwhile.

Bailey Earith - Collaged Art Books

Arts Experience: Mi, Jr, Ar, Sp

We will have fun creating collaged art books using recycled materials. Participants will learn to make these easy and versatile four-page art books complete with pockets and explore collage and embellishment techniques to express a theme. This project is a creative way to "write" a report. It can be a useful tool for special education students. It addresses the Common Core Standards.

Annamaria Gundlach - Tennessee Landscapes: Fun and Easy Ways to Create an Impressionistic Landscape

Arts Experience: P3, Mi, Hi, Ar, Sp, Te

No experience is necessary, just the spirit of adventure as you view a Power Point of Tennessee landscape paintings to visually meander through their hills and valleys. Engage in lively conversation that

will help you gain an understanding of how the artists created the illusion of depth and distance and incorporated the elements of art such as color, line, shape and value into the paintings. Learn basic perspective techniques. Keep it loose and free as you chalk pastels and have fun creating your own artistic landscape.

Rebekah Mawuko - Traditional Dance of Ghana, West Africa

Arts Experiences: All

We will use our voices and bodies to make accompanying rhythms as we learn the language of the drums. This session provides an intriguing and mesmerizing way to develop mental and physical skills. The historical context of the dance and its implications on today's society are examined. Participants should dress appropriately for exercise.

Nancy Campbell - Create Dynamic Patterns with Stamps

Arts Experience: All

This arts experience is an opportunity to create dynamic patterns using rubber stamps although we'll invent some stamps too, to jazz up our designs. Stamp. Stamp. Stamp. It's an engaging, almost meditative process that can be applied to geometric quilt-like designs or mandalas, as well as organic forms. No experience necessary for this fun and creative session.

Carol Ponder - Satisfying Slam! Writing and Performing Slam Poetry

Arts Experiences: P3, Mi, Hi, Ar, Sp, Pa

Slam poetry was launched by Marc Kelly Smith in Chicago during the late 1980s, becoming a movement that has been embraced in the USA and abroad in all demographics. It is poetry that is written to be performed, often in competitions that are judged by audience/participants. It is indeed poetry "of the people, by the people, and for the people." Together, we will play through a pretty much guaranteed-to-work writing process, choosing a story from your teaching experience with which to start. After some diligent word-smithing, we will cut loose in full-fledged SLAM presentation – using all the expressive vocal and physical aspects of performance we can call up. Vocal tone, dynamics, and pitch are only the beginning. Add in physical posture, gesture, and energy – we're just getting started. Whether you want to serenade softly or cut loose in a one-person uproar, this arts experience is what you make it – and the rest of us appreciate!

Kimberly Matibag - Modern Dance Fundamental Skills

Arts Experience: Mi, Hi, Ar, Sp

Teachers will take a basic modern dance class that progresses from seated warm-up to center and across the floor combinations. Culminates in demonstration/showing of skills explored.

Laurel Shastri - Poetry and Dance

Arts Experience: Mi, Ar

Structure, imagery, rhythm, and patterns are some of the features that can be found in both poetry and dance. In this integrated lesson, participants will explore the similarities between these two art forms. The object of the lesson is to identify language and structures in a poem that relate to dance elements

and create short expressive movement phrases to be performed and evaluated. Included will be information on assessment and how students can critique each other's work. This lesson aligns with Common Core State Standards. Participants should wear loose comfortable clothing and shoes that stay on the feet.

11:00-1:00 Lunch in SUB – Jerry's Artarama Teaching Artist Showcase

1:00-3:00 Tutorials in COE

Nancy Campbell - Fold, Pop, and Flex: Paper Folding in the Classroom

Tutorial: Mi, Hi, Ar

This tutorial will explore the use of paper folding projects to integrate subjects across the curriculum with visual arts. Participants will examine an extensive collection of pop-up books and learn some basic paper engineering to create unique pop-ups. Next, teachers will fold a flexagon. The hexaflaxagon is an amazing invention by Princeton mathematician in the 1940s. It combines the magic of equilateral triangles and Mobius strips. The intriguing flexagon, which may be decorated or embellished in ways that connect math and visual arts to other curriculum areas, is a real world application of math concepts with a really cool product at the end. Participants will reflect on classroom applications, including project-based STEAM programs that emphasize inquiry, problem-solving, and creative thinking. They will also brainstorm authentic project connections with other subjects with emphasis on Common Core Math and English/Language Arts standards.

Sean Glazebrook – Number Stories: Making Math Fun Through Theatre

Tutorial: P3

In this experiential workshop, teachers of students in grades K-2 will discover how to turn STEM learning into STEAM learning using theatre! Participants will learn detailed strategies for using theatrical character creation in the math classroom to strengthen student comprehension and enhance learning.

Aminisha Ferdinand - Proving your Point through Playwriting

Tutorial: P3, Mi, Hi

Persuasive writing is often taught through having students write letters and essays, which may not fully engage their kinesthetic and verbal intelligences. In this class, led by KID smART Arts Couch Aminisha Ferdinand, learn how to spark students' imaginations and creativity while teaching them the theatrical technique of monologue writing. Using strategies honed through years of co-teaching with ELA, Social Studies, and Science classroom teachers, this workshop returns the "joy factor" to student writing. Participants will engage in every step of the persuasive playwriting process, from finding compelling evidence, to developing character and tone, being interviewed as their character, identifying helpful steps in the rehearsal process and finally performing with helpful ways to give and receive feedback. Once you discover the commonalities between persuasive writing and playwriting, you won't want to teach your content the same way again!

Sherry Norfolk - Exploring the Common Core through Storytelling: 2nd & 3rd grades

Tutorial: P3

Storytelling is a powerful vehicle for integrating the reading, writing, listening, speaking and research standards of Common Core Curriculum. Participants will take part in hands-on 2nd and 3rd grade lessons that address Language Arts, Social Studies and Science objectives while engaging students in authentic and thought-provoking research projects. Participants will discover ways to 1) quickly and effectively engage students through storytelling, 2) move them towards deeper understanding in fiction and non-fiction, and 3) provide meaningful and relevant ways for students to demonstrate their knowledge and comprehension. Storytelling levels the playing field: no matter their learning style, students have access to the told story through visual, auditory, and kinesthetic cues. The oral story allows them to process information more quickly and to organize, retrieve and apply it more readily; therefore, story provides an efficient and brain-compatible tool for the teacher to share information and for the student to demonstrate his/her understanding.

Karl Schaffer - Physical Problem Solving: Math Dance

Tutorial: Mi, Hi

This workshop was developed by Karl Schaffer and Erik Stern for the Kennedy Center's Partners in the Arts program, and grew out of the artists' dance performances which link math and dance onstage. Teachers learn how to engage students in physical problem solving using creative movement that develops their understanding of mathematical concepts. Participants explore ways to help students learn about the mathematical concepts of pattern, combinations and counting problems in relation to clapping sequences and rhythm; and to symmetry and the geometry of the body. They learn ways to guide students' work and help them notate their movement phrases. Strategies for coordinating with the Common Core Math Standards at a variety of grade levels are addressed. The activities support multiple learning styles. Participants should wear clothes and shoes comfortable for movement explorations.

Holly Briggs - Pop Up Landscapes

Tutorial: P3, Mi, Hi, Ar, Sp, Te

Teach the concepts of habitats, landscapes, depth, and color values in one lesson! Participants will produce a construction paper collage with color values illustrating a specific habitat. Emphasis on the foreground, middleground, and background layers enable young minds to visually grasp the concepts of depth. This lesson can be adapted to many grade levels, and skills can be applied to a variety of Science and Visual Art standards.

Valerie Sigmon - Connecting Social Studies to Visual Art: Grades 3-5

Tutorial: P3, Mi, Ar

This session will connect several Tennessee State Content Standards for grades 3-5 Social Studies to the Tennessee State Visual Art Standards. The integration strategy will be discussed and the planning process will be made transparent. Examples of student work will be available to view. Complete lesson plans that are aligned to the TEAM rubric will be distributed to class members. All lessons will be shown in varying forms of art difficulty. Quantitative and anecdotal data from three years of integrated curriculum implementation will be shared.

Brandi Self/Heidi Swaney - Arts Integration and Common Core Math: Making the Connections

Lesson Demonstration: Mi

As we transition into Common Core Math it will become necessary for teachers to adapt their instruction to fit the rigorous demands of the standards. Arts integration and the Common Core math make a natural connection that allows for this in depth, conceptual learning to occur. This tutorial will begin with an overview of the Common Core math standards and the changes in instruction that will result in their implementation. Specific examples of arts integrated lessons that integrate the Common Core math standards and the arts will be demonstrated and shared. Finally, participants will be given the opportunity to work with their peers to brainstorm lesson ideas that integrated the Common Core math and the arts. At the conclusion of the tutorial, participants will leave with classroom ready ideas for integrated the Common Core math standards and the arts.

Bill Haymes - Songwriting for the NOT very Musical

Tutorial: All

Participants in this tutorial will learn how to lead their own students through the step-by-step procedure of rewriting the lyrics to a familiar song in order to explore and explicate a specific topic, and retain what is learned in that exploration. This tutorial uses music and melody as its medium but is –at heart– a creative writing experience designed for any classroom teacher, not just music specialist. Teachers need no special skills in order to take part.

Cheryl Sheridan/Amy Churchwell - Let's Use the IPAD: Integrating Technology and the Arts into Your Curriculum

Tutorial: P3, Mi

This session will focus on integrating the iPad into the classroom enabling teachers to integrate the arts into the general classroom curriculum through technology. Throughout this tutorial, participants will be introduced to a variety of apps including iPhoto, Garage Band, and Podcasting. Time will be given for creation and classroom implementation discussions and brainstorming. iPads will be available for participant use; however, participants may use their own.

Laurel Shastri - Exploring Relationships between Science and Dance "Energy"

Tutorial: Mi, Hi

This highly interactive, integrated lesson explores relationships between science and dance, using science embedded inquiry of asking questions, making logical predictions, planning investigations, and recording criteria. Led by teaching artist, Laurel Shastri, participants will experience topics such as graphing on a coordinate plane, the difference between speed and velocity, and problem solving using movement and scientific inquiry. Participants will come away with a new framework in which to explore science and dance. Part two of this session will highlight the relationships between potential and kinetic energy and dance. Surprisingly, the dance concept of 'energy' does not correspond to the scientific definition. Participants will explore the similarities and differences between the concepts. Participants will be able to demonstrate energy, kinetic energy, stable, unstable, metastable and other related science concepts through dance, and gain knowledge of shape, level, time, locomotor and non-locomotor movements, and other dance concepts. Please wear loose, comfortable clothing and shoes that will stay securely on the feet.

Tonya Staggs/Curator - The Power of the Pen: Utilizing a Vanishing Art as a Multidisciplinary Teaching Tool

Tutorial: Mi

Some say handwriting is dead. . .however, we beg to differ. This tutorial will endeavor to demonstrate how the power of the pen blends art, history, social studies, science, literature, and English skills in one powerful and fun teaching tool. Throughout history and across cultures the quill pen was the tool of artists, politicians, scientists, writers, playwrights, naturalists, generals, revolutionaries and even the everyday citizen. This simple feather turned pen bent the will of kings, ensured the rights of the populace and created lasting works of art. This tutorial will explore not only the power of the pen in a multidisciplinary approach, but also touch on the idea of art in everyday life. . .such as handwriting. . .a vanishing art form that is often absent modern day curriculum. Participants will learn a variety of methods and projects that may be used in the classroom to connect a multitude of disciplines through a single, common and overlooked art form. In addition, participants will be taught how to prepare their own quill pen and learn the ins and outs of ink, paper, and the various art forms that may be explored with this simple tool. Furthermore, basic penmanship skills will be taught via 19th century handwriting techniques.

Robyne Batson/Karyne Batson – Art Journaling Through Banksy Aligned with CCSS**Tutorial: P3, Mi, Hi, Sp, Ar, Sp**

Educators will apply close reading and CCSS to recent article about Banksy while developing text dependent questions. Participants will begin a graffiti art journal with water colors and permanent ink through inspiration from Banksy. In addition, participants will practice CCSS writing strategies through Arts Integration.

3:00-3:15 Break

3:15-4:15 Lesson Demos

Sherry Norfolk - Leveling the Playing Field: Storytelling & the Special Needs Classroom**Lesson Demonstration: Sp**

Storytelling reaches the hard-to-reach, the children with special needs, and ones whose problems can't even be diagnosed. "We don't need more special education teachers in this school; we just need more storytelling. . .Children that are labeled 'communications handicapped' have astonished their teachers when they recall the details of a story even more accurately than their classmates" (Danoff, *The Golden Thread in Teaching and Learning*, 2006). In this hands-on session, participants will explore storytelling strategies that enable children of all abilities – even non-verbal children! – to demonstrate their comprehension and retention of story structure and meaning.

Lindsey Fehl - Lines - Connecting Van Gogh and Eric Carle**Lesson Demonstration: P3**

There will be three lessons presented that all build off of each other. The first will be teaching lines using Chicka Chicka Boom Boom. This will teach children the basics of line formation and how to make letters out of lines. Next, there will be an introduction on how to teach generating questions, cause and effect, and inferencing using the Life of Van Gogh. We will study his artworks and techniques. Finally, we will compare and contrast the artwork and lives of Van Gogh with Eric Carle.

Ethan Pignataro - Creating a Characterization Reference Guide Using Student Made Self-Portraits
Workshop: P3, Mi, Ar

This session will focus around a lesson that can be used in the art room or general classroom specifically focused around 3rd-5th grades and is based around the age old practice of creating a self-portrait. The lesson integrates visual art with both math and literacy. Teaching characterization visually to students through using cartoons/comics and picture books will be discussed with attention focused around how features like eyes, eyebrows, noses, and mouths change with emotion. The lesson will instruct teachers how to teach self-portraiture using a template (that will be included as a handout) that focuses around breaking the face into fractions to learn placement of the features while using observation in a mirror. The teacher would then assign a characterization/emotion word (such as angry) to their students that they must portray in their self-portrait that they will draw and color in class. By learning the basics of proportion and placement, teachers will have a standard way to teach their students self-observation in a mirror to create the self-portrait focused around assigned vocabulary. The teacher will then compile all of the different vocabulary-focused student self-portraits into a visual reference guidebook that they can use as they read books or stories as a class, have literature circles, reference historical figures, etc. This aids in establishing a connection between the students and a story character's thoughts, words, actions, feelings, and emotions. This lesson could also be completed or supported in two parts between a classroom teacher and art teacher.

Danielle Harrison/Nichole Kehn - Mixing with Tempo

Lesson Demonstration: P3

This session will look at the connections between Arts360, science, and physical education. We will give examples of lessons we have coordinated to extend the learning from the science/Arts360 classroom to the gym. There will be a hands-on lesson demo where teachers will participate in the science/Arts360 portion. The focus for this lesson is mixtures and tempo. This lesson was taught specifically to kindergarten and 1st grade, but also has been extended to other grade levels. We will discuss an example of how the lesson is extended to the physical education class.

Carly Egan - Character Exploration: Using Musicals to Better Understand Literacy Characters

Lesson Demonstration: Mi, Ar

As a music teacher, I am always looking for strong academic content to accompany my lessons when students are working on a musical or program. This lesson demo will show how to do just that! At the end of this lesson demo, participants will have an adaptable lesson plan for teaching characters in a musical. The main goal is for students to be challenged to understand the characters of a show more in depth so that they can perform the songs and dialogue better. Lesson plan and Power Point are designed with the TEAM model. Higher order thinking is encouraged in the lesson, as well as academic feedback among students. Participants will have the opportunity to discuss and brainstorm in groups how this lesson can be adapted for other music classes.

Heidi Swaney - Who Am I? Math Vocabulary and Word Problem Poetry

Lesson Demonstration: Mi

Not enough time in the day for creative writing? Need to do a poetry unit? Use the power of integration as a challenge for your students to write poetry for their math vocabulary words and to write their own word problems as poems. This session will cover a variety of mathematical concepts students can gain a deeper understanding of through poetry.

Karl Schaffer - Dance, Math, and Storytelling with Giant Tangrams

Lesson Demonstration: Mi, Hi, Ar

In this workshop, we use oversized mathematics “manipulatives” known as tangrams as performance props to combine storytelling, dance, and mathematics explorations. Tangrams, a geometric puzzle invented in China over 200 years ago, are played with by millions of people all over the world, making them one of the most popular puzzles of all time. The goal is to rearrange seven simple shapes that together make up a square: a smaller square, a parallelogram and five triangles to make silhouettes of animals, people, and other familiar figures. Nowadays tangrams are a common classroom manipulative used in elementary schools to teach geometry and the arts. We will include movement games using giant foam tangram pieces a foot or two in size, starting with solo exercises and working toward group exercises. By moving tangrams in space students develop their spatial visualization abilities and become acutely aware of geometric relationships. Participants will work collaboratively to use the giant tangrams to illustrate stories they make up. To form the pictures, participants must work together to solve complex spatial problems. To move from picture to picture, students must learn to move props as an extension of the dancing body. The activities also lead naturally to mathematical problem solving about length, angles, area, numbers, the Pythagorean Theorem, dissection and transformational geometry. The activities support multiple learning styles. Participants should wear clothes and shoes comfortable for movement explorations.

Laurel Shastri - Engineering a Dance: Using the Engineering Design Process

Lesson Demonstration: Mi, Hi, Ar

The engineering design process is a creative problem solving tool used by engineers. It is also used by artists, designers, and inventors during the process of creating. This integrated lesson examines similarities and differences between dance and engineering. Participants will work in teams using the Engineering Design Process to develop short choreographic phrases that solve a problem. Teaching Artist Laurel Shastri will lead participants through the creative process and provide examples of problems that engineer/dancers can solve. Participants should wear loose, comfortable clothing and shoes that stay securely on the foot.

Amanda Cantrell Roche - Building Stronger School Communities through Dance

Workshop: P3, Mi, Hi, Ar, Sp, Pa

Dancers must learn trust, personal and communal responsibility to work successfully as a company, and thus this art form is an effective method to teach what it means to be a member of a healthy and strong community. Participants will learn warm ups which introduce fundamentals of dance and get bodies moving, then work together to explore how more advanced concepts of weight bearing/weight sharing, counterbalance and partnering can help students understand the importance of trust, support and responsibility within a group. This is a hands on workshop in which participants will learn by doing.

Annamaria Gundlach - Merrily We Make Medallion Necklaces

Lesson Demonstration: P3, Ar, Sp

This workshop engages early learners in activities that help develop fine motor skills, following directions, math vocabulary, movement, rhyming and counting while creating a medallion pattern necklace. Experience a fun way to teach while gaining new tools to engage early learners in an arts integration experience as you create a medallion necklace with Model Magic clay.

Carol Ponder - Visual Thinking Strategies: The Questions that Link Everything and Everybody

Lesson Demonstration: P3, Mi, Hi, Ar, Sp

“What’s going on in this picture? What do you see that makes you say that? What more can we find?”

These are the questions that frame conversations in Visual Thinking Strategies. They can be paraphrased in many ways – i.e. “What do you see? Why do you say that? What else do you see?” In whatever form, these questions ask us to look beyond our impressions, our jump-to-conclusion decisions about the world around us. They can be used by teachers, arts specialists, and teaching artists – working together – to help students create a common vocabulary through which they can transfer concepts from one academic or arts subject to another. In this session, we will focus on some very real print advertisements from the mid-20th century that may strike us as utterly hilarious now, but were effective then. We will explore the three simple, open-ended questions and practice creating neutral summaries of participant answers leading to follow-up questions that expand our conversation.

Dr. Jennifer Vannatta-Hall - Co-equally Linking Language Arts, Music, and Movement Using the Common Core Standards

Workshop: P3, Mi

From foundational skills of phonemic awareness to reading fluency and comprehension, music and movement can be integral to fostering these skills among our students. This session will offer tons of practical and engaging music and movement activities that co-equally and cognitively integrate with the Common Core state Standards in English Language Arts (ELA). Participants will sing, chant, move, play instruments, improvise and listen to music. All activities will address one or more of the Common Core Standards in ELA.

Bethany Hoppe - The World is a Stage: Incorporating Students with Special Needs into After School Theatre Programs

Workshop: Ar

This workshop focuses on after school programming, theatre and drama in the classroom, or theatre direction for all ages. Topics discussed are methods of integrating students with varying disabilities into theatre programming and performance based on their ability, behaviors, and accessibility. Subtopics include resources to established theatre program for people with disabilities, international views of Arts and the disabled, and methods of casting and directing diverse casts.

Brandi Self/Cheryl Sheridan - Integrating Common Core ELA and Technology

Workshops: P3, Mi

Transitioning into the Common Core State Standards calls for an examination of instructional practices. Using a variety of technology including Apps, Web 2.0, and other available resources, teachers can effectively integrate Common Core and technology. This session will provide participants with several ideas on how to integrate technology with the Common Core Literacy Standards in for grades K-5. Innovative and practical examples will be shared to ensure that you can walk back into your schools and immediately begin implementing technology into your Common Core Instruction. IPADs will be available for participants to use during the session.

Allison Isom - We Shall Remain - A Trail of Tears

Lesson Demonstration: P3, Mi, Hi, Ac

In *We Shall Remain*, were forced out onto the roads with whatever they had on their backs. Herded into cattle pens, disease, a march of death, the Trail of Tears. In order to make writing an inspiration we in turn must learn how to inspire. In this session you will learn how to inspire compassion, love, and tears in the writing of monologues with the Trail of Tears. We will bring life to history and a voice to those long ago.

Luke Hill - Online Music Integration Guide for the Common Core

Lesson Demonstration: P3, Mi, Sp, Ar, Te, Li, Pe, Pa, Cc, Ta

Through two years of research in the field of Music Integration, I have developed an online Music Integration guide. In this session, I will share the survey results that came from the pilot study, and how the information was used to design the online integration guide for music and Common Core Math and Social Studies. The workshop will cover the challenges to using music authentically in the classroom along with the new Common Core Standards and suggestions in lesson development and execution. We will then cover the online resources as a planning and collaborative tool.

Libby Dawson - Exploring the Universe Through the Arts

Workshop: P3, Mi, Hi, Sp

Art and science are closely linked through intrigue of discovery. Artists and scientists use systematic and creative ways to build their knowledge and understanding. This workshop will explore the solar system through a variety of art disciplines. Lessons integrating dance, drama, visual art, music, and creative writing will be shared and discussed. Lesson examples include: Teaching planet rotation and revolution through dance (locomotive and non-locomotive), Creating a planet sculpture (additive and deductive sculpture), Planet Poetry (figurative language), Painting and Planets (color value concepts), and Planet Research (writing and technology).

4:30-5:30 Repeat Lesson Demos

5:30 Evening Free

Friday, July 12th - All Friday sessions are for ALL attendees and will take place in Student Union Building Ballroom

8:00-9:15 MindBenders – BOBBY & SHERRY NORFOLK

Great Assembly – What’s Next? Taking it Deeper. . .

Bobby Norfolk will perform “Through the Eyes of York: Inside the Lewis & Clark Expedition.” York, William Clark’s slave, was the only African-American member of the “Corps of Discovery” – the official name of the band of intrepid explorers whose epic journey across our continent became immortalized as the Lewis and Clark Expedition. Bobby Norfolk portrays York in this one man theatrical program. Arrayed in historical costume, Bobby tells the fascinating story of York’s long struggle towards freedom. He begins with his early life as a slave, and continues with his experiences during the long and dangerous journey, his return to slavery following the trip, and finally the problems and controversies involved with his emancipation. We also see how a slave came to interact with the white enlisted men in the party as an equal, earned the respect and awe of many of the Plains Indians, and finally gained unofficial recognition as a full-fledged member through his equal participation in a critical election. Following the performance, Sherry Norfolk will lead the audience in exploring how to develop lessons that build on student engagement in the assembly program to deepen understanding. Content will be aligned with the Common Core.

Bobby Norfolk is well known for his high-energy performances and lively animation. His stories promote character education, cultural diversity and self-esteem, and are geared for audiences of all ages. From park ranger to TV host, recording artist to author, Bobby has traveled an interesting life path that is revealed by his creative stories and crowd-pleasing concerts, enriched with language, movement and clever sound effects. He has been awarded three Emmys and several Gold Parents Choice awards for his work.

9:15-9:30 Break

9:30-12:00 Common Core and the Arts – BRUCE TAYLOR

Common Sense Core Arts Standards

Mr. Taylor will present a common sense approach on how the arts can be used to address Common Core and contribute to overall student achievement. It is his belief that what he terms the “Common Core Way of Thinking” is analogous to how artists have applied their skill, talent, and understanding down through the millennia. Given the fact that our society is becoming more and more arts infused due to the pervasive effects of technology, he will demonstrate how “artistic habits of mind” can contribute significantly to students’ future capability as adults and maybe even success on the upcoming Common Core aligned PARCC assessments.

After graduating from the Royal Academy of Dramatic Art, Mr. Taylor embarked on a three-decade career as a performing arts professional. He has worked in a variety of capacities for opera, theatre, and dance companies throughout the United States, Canada, and South America. Inspired by Leonard Bernstein, his avocation was always working with teachers and students and led to the publication of his book *The Arts Equation* that surveyed his experience in all aspects of the arts in education. One of his programs, which he created as a consultant for the Metropolitan Opera’s Education at the Met, was cited in the document “Champions of Change – the Impact of the Arts on Learning.” He expanded his impact internationally as a cultural envoy for the U.S. Department of State through his creation of the “Global Neighborhood” program that connected American students with their counterparts in other countries to collaborate on common arts projects over the Internet. Recently, he was Director of

Education for the Washington National Opera and currently serves as the Common Core Arts Consultant for Atlanta Public Schools.

12:00-1:00 Lunch – Arts Education Strategic Planning & Door Prizes

Participate in a brainstorming and reflection session about the week of Create2013, Arts Education in your communities, and best practices. Discussion will inform future professional development, your work, and the Tennessee Arts Commission's strategic plan. Door prizes will be distributed at the end of the session.